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ABSTRACT

The South Carolina Comprehensive Career Guidance Program provides a framework for local districts to evolve a program that meets the specific career development needs of their district's elementary through high school students. The model provides students with the information and experience necessary to develop competencies that will help them make realistic career plans and prepare them with the career development skills necessary to enter the global workplace. The program revolves around three interrelated domains: self-knowledge, educational development, and career development. The roles of teachers and staff, administrators, counselors, community, and parents are delineated. The program follows a sequential, developmental plan of objectives, expected student outcomes, and activities to bring about these outcomes for students in K-12. The program is presented in the following format for grade segments K-3, 4-5, 6-9, and 10-12: (1) an overview describing characteristics and needs of students regarding career development; (2) career guidance objectives in each domain; (3) competency-based planned activities involving counselors, teachers, other staff, parents, community, and administrators; and (4) resources necessary for planned activities. Appendices include a middle/junior high student needs assessment, a note on planning high school curriculum, lists of occupational and nonoccupational vocational programs, and resources available from the South Carolina Occupational Information System. (KC)

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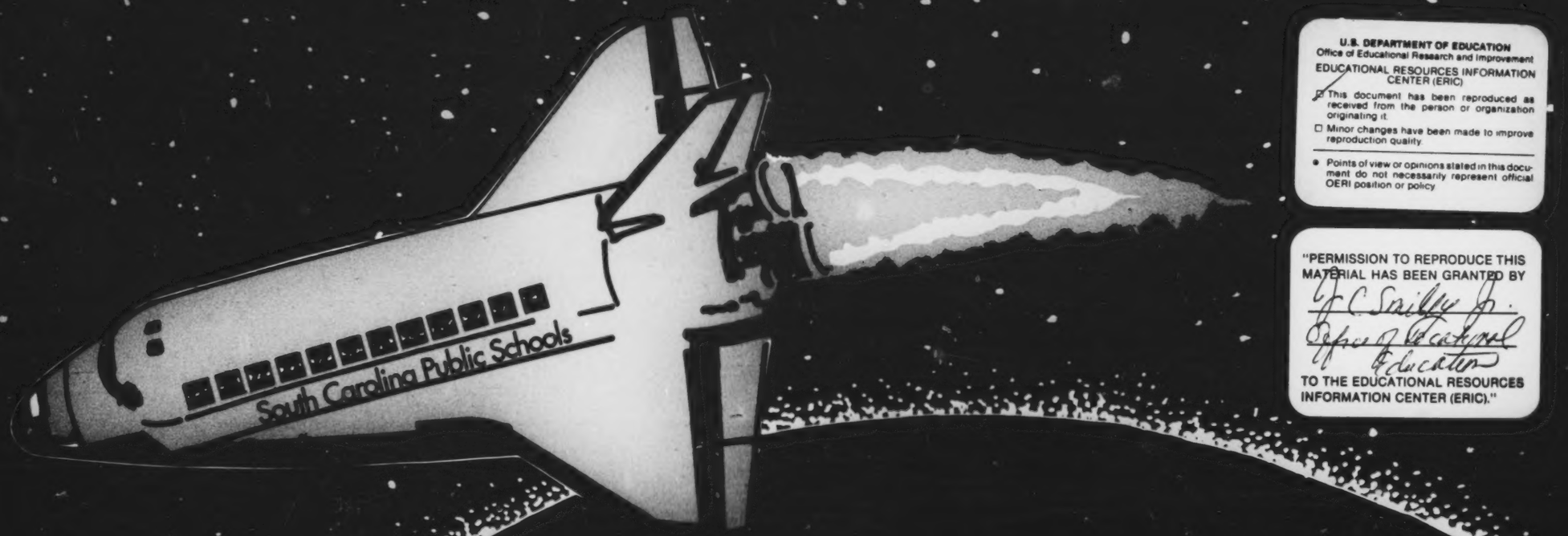


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# COMPREHENSIVE CAREER GUIDANCE PROGRAM

## THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

## A GUIDE FOR PROGRAM DEVELOPMENT

CE052 996

# THE SOUTH CAROLINA COMPREHENSIVE CAREER GUIDANCE PROGRAM FOR GRADES K-12

South Carolina Department of Education
Dr. Charlie G. Williams, State Superintendent

Division of Instruction
Sidney B. Cooper, Deputy Superintendent

Office of Vocational Education
Dr. Moody Oswald, Director

In Collaboration with:
The South Carolina Occupational Information Coordinating Committee
Dr. Robert E. David, Chairman

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## LEADERSHIP TEAM

Ms. Carol Brooks
Counselor
Lonnie B. Nelson Elementary
Columbia, South Carolina

Dr. Belva High
Associate Professor of Education
Francis Marion College
Florence, South Carolina

Ms. Wilma Cupstid
Administrative Specialist
S. C. Department of Education
Columbia, South Carolina

Mr. Daren Hutchison
Counselor
Dillon High School
Dillon, South Carolina

Ms. Priscilla Hutchison
Primary Counselor
East Elementary
Dillon, South Carolina

Mr. Robert Johnson
Guidance Counselor
Walhalla High School
Walhalla, South Carolina

Ms. Linda Lee
Vocational Guidance Counselor
Marlboro Career Center
Bennettsville, South Carolina

Ms. Lillian Simpson
Guidance Consultant
Greenville County Schools
Greenville, South Carolina

Ms. Melanee Williams
Guidance Consultant
Charleston County Schools
Charleston, South Carolina

## PRODUCTION OF PROGRAM GUIDE

Technical Assistance and Support
S. C. Occupational Information Coordinating Committee:
Carol Kososki, Director


## REFERENCES


Opening All Options, Ohio Middle School Guidance Conference, Columbus, Ohio

National Career Development Guidelines
National Occupational Information Coordinating Committee
Washington, D.C.

New Hampshire Comprehensive Guidance and Counseling Program

Designing Careers, Dr. Norman Gysbers and Associates



## PREPARED BY

Ms. Lynne Hufziger, Consultant
Guidance and Career Education
S.C. State Department of Education
Office of Vocational Education
Columbia, South Carolina

## THE MISSION

"The mission of the State Department of Education is to ensure that each student enrolled in the state's system of public elementary and secondary education is provided with appropriate educational opportunities to prepare him/her for constructive participation in society, immediate employment and/or further education; that these opportunities are made available to every student regardless of his/her economic status, race, sex, geographic location, or mental/physical handicap; and that the resources appropriated to operate the state's system of public elementary and secondary education are utilized in a judicious and efficient manner."

**South Carolina Department of Education**

*Dr. Charlie Williams*
*State Superintendent*

## COMPREHENSIVE CAREER GUIDANCE PROGRAM

### PURPOSE

The primary purpose of this project is to present a model Comprehensive Career Guidance Program for grades K-12. This model will provide the framework for local districts to evolve a program which will meet the specific career development needs of their district's students. It is the intent of this model program to organize, expand and extend competency based career development strategies, activities and experiences in order to assist students in making realistic career goal plans and apprise them of how to use the public school's curriculum and experiences to further their career goals.

## THE FIFTH BASIC SKILL

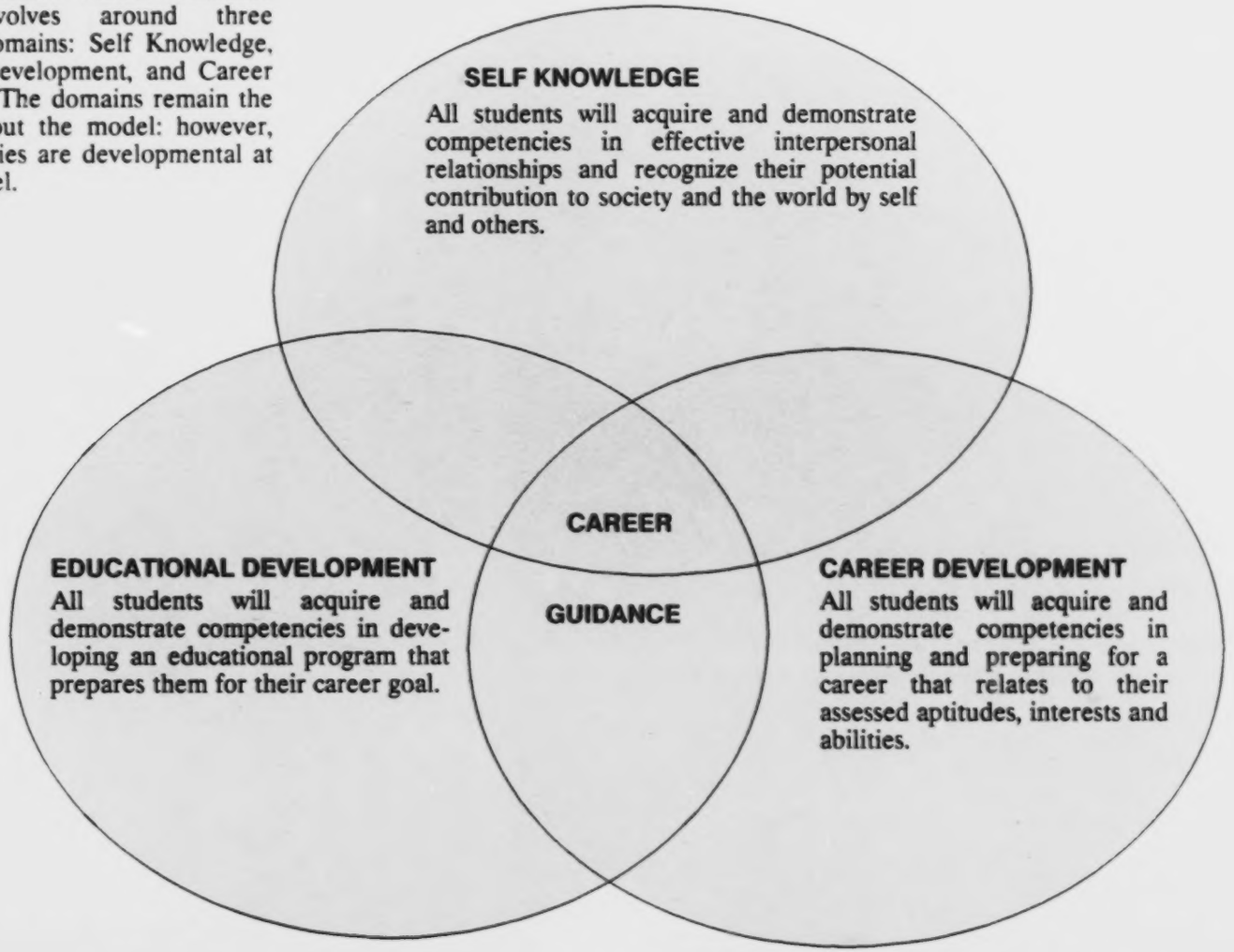
Education opportunities for all students are made available through the public school curriculum with the core areas of learning identified as the Basic Skills. These four basic skills are identified as Language Arts, Mathematics, Social Studies and Science. Competencies developed through these curricula are sequential and developmental and will prepare individuals to effectively use their knowledge in the performance of many tasks. Basic skills are, therefore, identified as the fundamental abilities one needs in order to function adequately in a society. The ultimate goal of education is to provide each student with the academic knowledge and skills needed for further education and/or training for the eventual purpose of successful entry into the workforce.

Career development is the Fifth Basic Skill that all students need in order to prepare themselves for constructive participation in society and the realization of a desired life style. Career development begins at an early age with basic information and experiences and continues in a developmental manner which includes a series of transitions involving individual growth and environmental changes. Career development gives the individual the opportunity to explore self and career options, secure an understanding of occupations, acquire decision making skills, develop a positive work ethic, clarify an understanding of work and make realistic career plans necessary to enter an occupation.

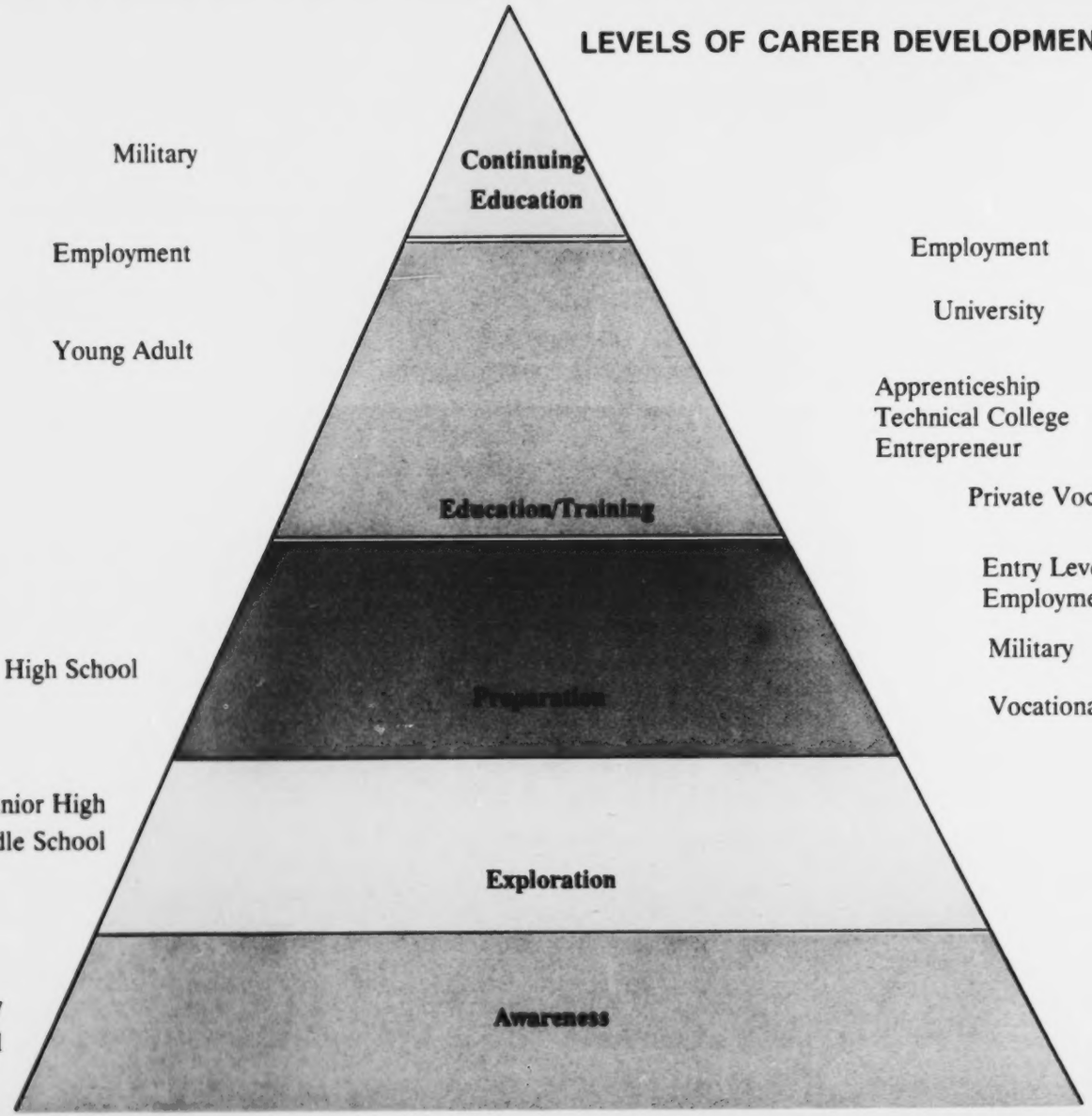
The Comprehensive Career Guidance Program provides students, K-12, with the information and experience necessary to develop competencies which will help students make realistic career plans and prepare them with the career development skills necessary to successfully enter the global work place.

## COMPREHENSIVE CAREER GUIDANCE PROGRAM

The Comprehensive Career Guidance Program envolves around three interrelated domains: Self Knowledge, Educational Development, and Career Development. The domains remain the same throughout the model: however, the competencies are developmental at each grade level.


SELF KNOWLEDGE
All students will acquire and demonstrate competencies in effective interpersonal relationships and recognize their potential contribution to society and the world by self and others.
CAREER
GUIDANCE
EDUCATIONAL DEVELOPMENT
All students will acquire and demonstrate competencies in developing an educational program that prepares them for their career goal.
CAREER DEVELOPMENT
All students will acquire and demonstrate competencies in planning and preparing for a career that relates to their assessed aptitudes, interests and abilities.

## LEVELS OF CAREER DEVELOPMENT




Military

Employment

Young Adult

Employment

University

Apprenticeship
Technical College
Entrepreneur

Private Vocational School

Entry Level
Employment

Military

Vocational Program

High School

Junior High
Middle School

Elementary
School

# THE COMPREHENSIVE CAREER GUIDANCE PROGRAM

## THE COUNSELOR

Counselors provide leadership in the career guidance program; however, effective delivery of the program will depend on teaming with other groups. Counselors need to keep up-dated on new career guidance materials and participate in professional development experiences to improve their skills and knowledge related to career guidance.

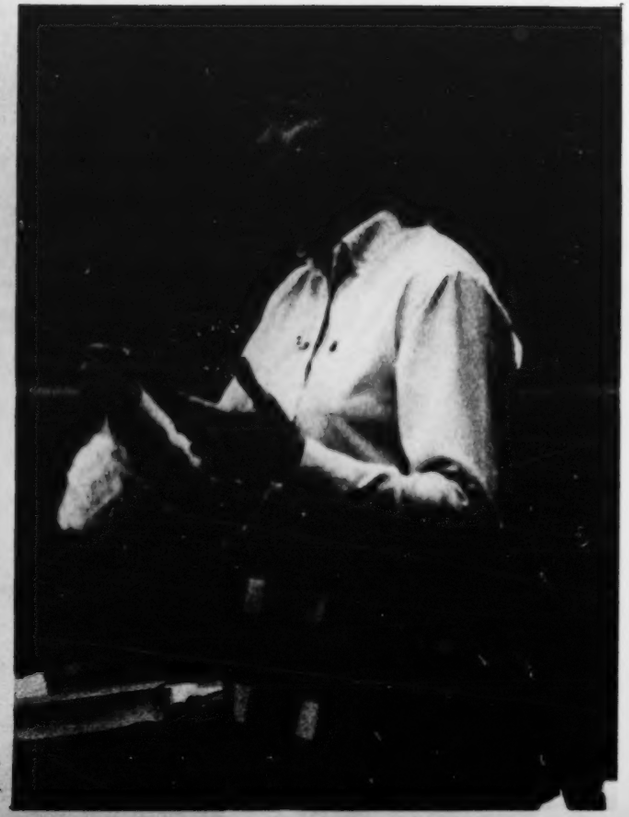
**THE COUNSELOR**

- .... provides leadership for initiating efforts to design a Comprehensive Career Guidance Program K-12 for their district.
- .... involves teachers, peers, business/industry, parents and community resource persons.
- .... plans student learning experiences and competencies for use in classroom settings.
- .... includes volunteers, special needs staff, school health nurses, paraprofessionals and other students.
- .... assists students to investigate career options and plan pathways to careers through individual and group career guidance activities.

## THE FACULTY AND STAFF

Career guidance activities should be integrated in all subject areas and grade levels. This strategy will give new life and meaning to course content as well as adding relevancy to the world of occupations.

### THE FACULTY



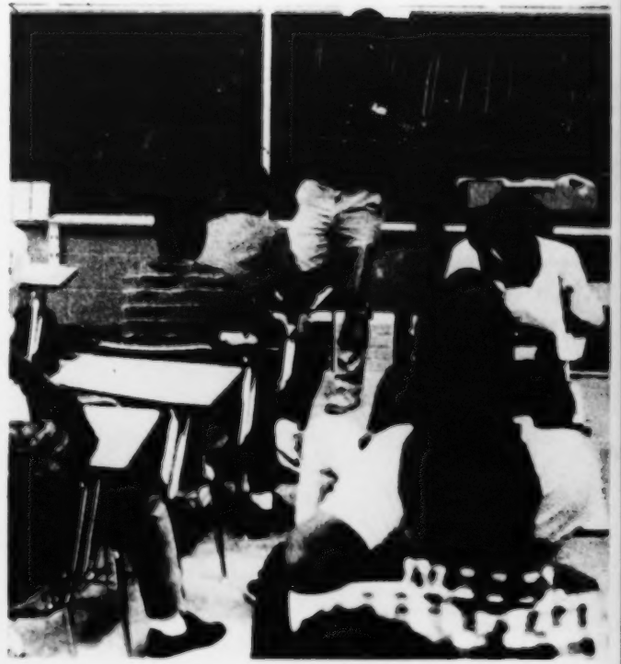
.... plans classroom career guidance activities with the counselor.

.... utilizes infusion strategies which integrates career development activities into all subject areas and grade levels.

.... plans activities utilizing up-to-date resources such as the South Carolina Occupational Information System (SCOIS).

.... makes available up-to-date resources which provides occupational and career information.

.... acts as resource persons by sharing interests and experiences with students.



## THE PARENT

The family structure and environmental surroundings have a dynamic impact on the developmental progress of a child. Career guidance can be more effective when it has support from the home and family structure. It is vitally important that the home and family be actively involved, wherever appropriate, in all activities. Parents, significant others and other family members strongly influence the perspective students have on work and the demands placed upon them by society. What is considered to be valuable and worthwhile is often communicated to children either greatly hindering or promoting the concept of work.

**THE PARENT**

- .... maintains an active interest in and support of career guidance activities
- .... displays positive attitudes about the concept of work
- .... provides opportunities for and encourages the expression of their child's individual aptitudes, interests and abilities
- .... will learn what career options are available to their children in preparation for the time when they will enter the adult world.

## THE COMMUNITY

The community is an integral part of a career development program. Business and industry depend upon the youth in communities to supply human resources for their many jobs as well as to prosper and become consumers of their products and services.

**THE COMMUNITY**

.... provides students with occupational information

.... participates in the Adopt-A-School Program

.... provides settings in which students can gain actual work experience

.... supports career guidance programs (fraternal organizations, community service organizations and interest groups)

## ADMINISTRATORS

Administrators must be genuinely and overtly in support of a Comprehensive Career Guidance Program. Their enthusiasm will engender within their school district and the community the willingness to lend active support to the successful implementation of a comprehensive career guidance program.

**ADMINISTRATORS**

- .... provide leadership and support necessary to integrate career guidance into the instructional program
- .... encourage the acceptance and development of a career guidance program
- .... plan staff development activities in order to develop the level of understanding of the tenets of career guidance
- .... support the establishment of a career guidance advisory committee
- .... define staff and administrative guidance responsibilities
- .... provide adequate facilities, materials and time for the program
- .... provides for evaluation of the program

## THE FORMAT

The Comprehensive Career Guidance Program follows a sequential, developmental plan of objectives, expected student outcomes, and activities to bring about these outcomes for students in K-12. The program will be presented in the following format for grade segments K-3, 4-5, 6-9, 10-12.

* An overview describing characteristics and needs of students regarding career development.
* Stated career guidance objectives.
* Competency based planned activities involving counselors, teachers and other staff, parents, community and administrators.
* Resources necessary for planned activities.

## ELEMENTARY CAREER DEVELOPMENT OVERVIEW

The primary goal for career guidance at the elementary school level is aiding children to begin mastering the competencies which are essential for a productive and rewarding way of life. The Elementary Career Development Program is concerned with the self knowledge, educational and career development aspects of the student. The program is not intended to force children to make premature career choices; rather it focuses on the awareness of career choices and pathways to achieve individual career goals. It emphasizes planning for careers based upon their relationship to individual personal characteristics. Students will become more aware of themselves, how they are changing and how they can use school experiences to explore and prepare for the future.

# CAREER GUIDANCE OBJECTIVES

## ELEMENTARY (K-3)

| GRADES | EDUCATIONAL | SELF KNOWLEDGE | CAREER |
|---|---|---|---|
| K | 1. Awareness of why learned skills and knowledge are important.<br>2. Awareness of how to use the Career Learning Center.<br>3. Awareness of the importance of workers in society. | 1. The students will begin a Career Development Record.<br>2. Awareness of personal and physical characteristics.<br>3. Awareness of how their behavior influences the feelings and actions of others. | 1. Awareness of how careers can be divided into two groups.<br>2. Students will become aware of occupations in their community.<br>3. Students will learn about leisure activities. |
| 1 | 1. Awareness of paid and unpaid work.<br>2. Awareness of skills necessary in some careers.<br>3. Awareness of how decisions are made. | 1. Knowledge of the basic necessities of life.<br>2. Knowledge of personal and physical abilities.<br>3. Awareness of how workers dress for their occupations. | 1. Awareness of self-employment courses.<br>2. Awareness that careers can be classified according to working with data people or things.<br>3. Awareness of occupation of family members/significant others. |
| 2 | 1. Awareness of how educational interests relate to careers.<br>2. Awareness of how technology has changed work.<br>3. Awareness of why academic skills are necessary. | 1. Students will complete the Career Development Record for this grade level.<br>2. Awareness of abilities and strengths.<br>3. Awareness of socially acceptable behavior. | 1. Awareness of what is meant by the work environment.<br>2. Awareness that many occupations are necessary in order to produce and deliver a product.<br>3. Awareness of occupations that provide us the "basic necessities". |
| 3 | 1. Awareness of how money earned affects the family.<br>2. Awareness of why work is important.<br>3. Awareness that making mistakes can be an important part of learning. | 1. Awareness of the importance of a positive self-concept.<br>2. Awareness of how physical development can affect a career choice.<br>3. Awareness of the importance of good personal habits. | 1. Awareness of occupational titles.<br>2. Awareness of the diversity of occupations in the community.<br>3. Awareness of leisure time occupations. |

# CAREER DEVELOPMENT
## EDUCATION
## KINDERGARTEN

**OBJECTIVES:**

1. Awareness of why learned skills and knowledge are important.
2. Awareness of how to use the Career Learning Center.
3. Awareness of the importance of workers in soicety.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will relate why skills and knowledge are important. | 1. Plan activities with teacher. Use learning centers to demonstrate what they will learn. | 1. Plan activities with counselor. Have students give examples of what they expect to learn. | 1. Demonstrate interest in students learning process. | 1. Speaker: Skills Necessary In My Job. | 1. Visit class and talk about what will be learned in their learning centers. |
| 2. Student will perform activities in the career learning center. | 2. Assist teachers in developing a "career" learning center. | 2. Develop a "Career" learning center in classroom. | 2. Provide materials from occupations for career learning center. | 2. Provide materials representing business for career learning center. | 2. Encourage staff to develop a career learning center |
| 3. Students will relate the importance of workers in their community. | 3. Plan activities with teachers emphasizing the importance of all workers in society. | 3. Plan activities with the counselor. | 3. Discuss how their occupation is important to society. | 3. Speaker From Local Chamber of Commerce—Business in our community. | 3. Encourage field trips to business and support with time and funds. |

**RESOURCES:**

Career and Technology Awareness

Develop a "Career" learning center

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## KINDERGARTEN

**OBJECTIVES:**

1. The student will begin a Career Development Record.
2. Students will become aware of personal and physical characteristics.
3. Awareness of how their behavior influences the feelings and actions of others.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Each student will be assisted to complete the K-level-Career Development Record. | 1. Schedule classroom session with teacher. | 1. Work with counselors in beginning career development record. | 1. Help teacher and counselor with career development record. | 1. Provide assistance to counselor and teacher. | 1. Provide support and funding for Career Development Record. |
| 2. Students will describe their personal and physical characteristics. | 2. Counselor will plan group sessions. | 2. Plan sessions that address uniqueness of individuals. | 2. Discuss individual differences between siblings. | 2. Speaker-YMCA/YWCA—Physical requirements for various sports. | 2. Support activities. |
| 3. Describe how their actions can help them get along with each other. | 3. Plan activities that describe good/bad behavior. | 3. Plan lesson on how behavior influences work in the classroom. | 3. Discuss how behavior influences work. | 3. Provide speaker. "Employees Behavior" | 3. Principal speak on how students behavior affects school life. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT RECORD

_____
Student's Name

**GRADE K** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside _____ Inside _____ Both _____

**Physically:**

Active _____ Average _____ Sedentary _____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

_____

_____

_____

**GRADE TWO** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside _____ Inside _____ Both _____

**Physically:**

Active _____ Average _____ Sedentary _____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

_____

_____

_____

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## KINDERGARTEN

**OBJECTIVES:**

1. Students will learn that all careers can be divided into two groups.
2. Students will become aware of occupations in their community.
3. Students will learn about leisure activities.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Given a variety of careers, students will determine the career group to which each belongs (Service Product).<br>2. Students will name several occupations in their community.<br>3. Students will distinguish between leisure activities and work. | 1. Plan with teachers a group activity using pictures of people working (Service Product).<br>2. Group activity - plan activity about occupations on "Main Street".<br>3. Group activity | 1. Plan with counselor classroom activity of people working.<br>2. Post pictures representing occupations in community.<br>3. Plan activities with counselor. | 1. Parents will tell the student about their job.<br>2. Point out the various business and industries in their community.<br>3. Parents will relate what leisure activities they prefer. | 1. Provide speakers from businesses and industry (Service Products).<br>2. Provide field trip sites for "Main Street".<br>3. Provide field trip sites and speakers from leisure type occupations. | 1. Encourage staff to use community as a resource.<br>2. Support activities through assignments of staff and paraprofessional for field trip "Main Street".<br>3. Staff orientation encouraging teachers to share information about leisure activities. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## EDUCATION
## FIRST GRADE

**OBJECTIVES:**

1. Awareness of paid and unpaid work.
2. Awareness of skills necessary in some careers.
3. Awareness of how decisions are made.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will describe paid and unpaid types of work. | 1. Plan activity with teacher that explains paid and volunteer work. | 1. Plan activities with counselor. | 1. Discuss how and when they are paid for their work. | 1. Volunteer organization speaker. | 1. Speak about how volunteers help the school. |
| 2. Describe skills and education necessary in several occupations. | 2. Plan sessions explaining skills and education necessary in occupations. | 2. Make a pictoral display of people working - indicate the skills and education required. | 2. Discuss what skills and education are necessary for their occupation. | 2. Speaker-Skills and education necessary for occupations. | 2. Skills and education required for school administrator. |
| 3. Students wil describe several choices they make each day. | 3. Classroom sessions concerning making decisions/choices. | 3. Plan activities relating to being responsible for ones decisions. | 3. Relate what decisions they must make each day. | 3. Speaker-Decisions made on the job. | 3. Daily decisions made regarding schools. |

**RESOURCES:**
SCOIS - South Carolina Occupational Information System.

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT

## SELF KNOWLEDGE

### FIRST GRADE

**OBJECTIVES:**

1. Knowledge of the basic necessities of life.
2. Knowledge of personal and physical abilities.
3. Awareness of how workers dress for their occupation.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Each student will state three basic necessities needed by everyone.<br>2. Each student will describe two abilities they possess.<br>3. Each student will describe how some workers dress for their job. | 1. Plan activities that explain basic necessities through pictures.<br>2. Plan activity describing various abilities one may have. Explain that we all have different abilities.<br>3. Plan activities describing appropriate necessary attire for a job (Coveralls, Lab coats, Costume, Space Suits, etc.). | 1. Plan activities with counselor.<br>2. Plan activity with counselor.<br>3. Plan a career dress up day or hats only. | 1. Explain how their job provides money for basic necessities.<br>2. Discuss their abilities.<br>3. Describe what appropriate attire is for their job. | 1. Speakers that provide basic necessities.<br>2. Speaker emphasizing an ability used in their work (cake decorators, football player, keyboard, etc.)<br>3. Speaker dressed in work clothes (Diver, Lab Technician, Welder, Construction). | 1. Administrator list "Basic Necessities" for operating a school.<br>2. Speak to class about abilities needed in their job (other staff members).<br>3. Support activities with enthusiasm. |

**RESOURCES:**

Career and Technology Awareness

High School Students as Speakers

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## FIRST GRADE

**OBJECTIVES:**

1. Awareness of self-employment careers.
2. Awareness that careers can be classified according to working with; data, people and things.
3. Awareness of occupation of family member/significant other.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students tell what self-employment means. | 1. Plan classroom sessions describing self-employment careers. | 1. Prepare activities showing self-employed persons. | 1. Discuss self-employment versus working for someone else. | 1. Speaker-franchise for fast food or other self-employed persons (Doctors, Cobbler, etc.). | 1. Support activities. |
| 2. Students will identify occupations as related to data-people-things. | 2. Classroom sessions careers classified as data-people-things. | 2. Plan a visual display of occupations - data people, things. | 2. Discuss in which category their job falls. | 2. Speaker for each category. | 2. Support activities. |
| 3. Students will describe occupations of family member/significant other. | 3. Relate occupations of parents to classifications of careers. | 3. Provide classroom time for occupational descriptions and classifications. | 3. Volunteer to speak to class about occupation. | 3. Support parent speaker activity. | 3. Describe occupation and how it is classified (combining data-people-things). |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT EDUCATION

## SECOND GRADE

**OBJECTIVES:**

1. Awareness of how educational interests relate to careers.
2. Awareness of how technology has changed work.
3. Awareness of how academic skills are necessary.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Identify favorite school subject and relate it to an occupation.<br><br>2. Describe two inventions-past, present and future.<br><br>3. Explain how the "basic skills" are necessary to every day living. | 1. Classroom sessions identify careers related to subject area.<br><br>2. Classroom sessions discuss *technology and careers. Ideas to products.<br><br>3. Classroom sessions describing how language arts, math, social studies and science are important to everyday living. | 1. Plan lessons about careers related to subject area.<br><br>2. Plan lessons that relate to inventions - past, present and future.<br>3. Plan lessons relating subject area to everyday living skills. | 1. Discuss favorite subject when they were in school.<br><br>2. Discuss how new investions have changed their work place and their work.<br>3. Relate how the "basic skills" are necessary in work. | 1. Speaker - "Favorite subject and my career".<br><br>2. Provide field trip site - New ideas and inventions.<br><br>3. Speaker - "Literacy in Every Day Living". | 1. Support activities.<br><br>2. Present - How computers have changed our work.<br><br>3. Support activities. |

**RESOURCES:**

Career and Technology Awareness

SCOIS

NASA Materials

**ADDITIONAL ACTIVITIES:**

*Technology - A scientific method of achieving a useful product.

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## SECOND GRADE

**OBJECTIVES:**

1. Complete the Career Development Record for this grade level.
2. Awareness of abilities and strengths.
3. Awareness of socially acceptable behavior.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Complete the career development record. | 1. Have teachers and volunteers assist students in completing their record. | 1. Assist counselors. | 1. Review career development record. Provide assistance to counselors and teachers. | 1. Support with volunteers to help counselors. | 1. Support activity. |
| 2. Students will describe their abilities and strengths. | 2. Classroom sessions - describe abilities and strengths. | 2. Discuss - ability some students have academically and/or physically. Strengths as it relates to character. | 2. Discuss their abilities as it relates to their work. | 2. Speaker—Abilities needed in our business. | 2. Support activities. |
| 3. Students will demonstrate socially acceptable behavior. | 3. Classroom - discuss and role play behavior activities. | 3. Plan good behavior activities. | 3. Discuss and role model acceptable behavior. | 3. Support good behavior activities (Medal, Star Certificate). | 3. Provide recognition and reward for those demonstrating outstanding behavior. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## SECOND GRADE

**OBJECTIVES:**

1. Awarenessof various work environments.
2. Awareness that several occupations are necessary in order to produce a product.
3. Awareness of occupations that provide us the "basic necessities" (food, clothing, shelter).

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will explain how families use money. | 1. Classroom sessions-Money and its uses. | 1. Coordinate with counselor. | 1. Review family expenditures. | 1. Speaker—Banks and money. | 1. Awareness of various work environments. |
| 2. Students will discuss why work is important. | 2. Classroom sessions-Why people work. | 2. Coordinate with counselor-School as your job. | 2. Discuss why they like/dislike their work. | 2. Speaker—Why I like my job. | 2. Support. |
| 3. Students will relate what they learned from their mistakes. | 3. Classroom sessions-Mistakes are learning experiences. | 3. Coordinate with counselor. | 3. Relate what they have learned from mistakes. | 3. Speaker—How We Learn From Mistakes. | 3. Support. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## EDUCATION
### THIRD GRADE

**OBJECTIVES:**

1. Awareness of how money earned affects the family.
2. Awareness of why work is important.
3. Awareness that making mistakes can be an important part of learning.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will explain how families use money. | 1. Classroom sessions-Money and its uses. | 1. Coordinate with counselor. | 1. Review family expenditures. | 1. Speaker—Banks and money. | 1. Support. |
| 2. Students will discuss why work is important. | 2. Classroom sessions-Why people work. | 2. Coordinate with counselor-School as your job. | 2. Discuss why they like/dislike their work. | 2. Speaker—Why I like my job. | 2. Support. |
| 3. Students will relate what they learned from their mistakes. | 3. Classroom sessions-Mistakes are learning experiences. | 3. Coordinate with counselor. | 3. Relate what they have learned from mistakes. | 3. Speaker—Business What We Have Learned From Mistakes. | 3. Support. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## THIRD GRADE

**OBJECTIVES:**

1. Awareness of the importance of a positive self concept.
2. Awareness of how physical development can affect a career choice.
3. Aware of the importance of good personal and habits.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will describe themselves in a positive way. | 1. Classroom sessions. | 1. Coordinate with counselor. | 1. Parent describes themselves in a positive way. | 1. Speaker - Importance of personal appearance. | 1. Support. |
| 2. Students will compare the physical requirements of several occupations (football player, banker, welders). | 2. Classroom sessions. | 2. Plan with counselor activities that compare physical abilities necessary in various occupations. | 2. Parent will relate physical requirements needed in their work. | 2. Speaker - Physical fitness. | 2. Support. |
| 3. Students will demonstrate good personal habits. | 3. Individual and group sessions. | 3. Encourage good personal habits. | 3. Demonstrate good personal habits. | 3. Speaker - Importance of good personal habits at work. | 3. Support. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
### THIRD GRADE

**OBJECTIVES:**

1. Awareness of occupational titles.
2. Awareness of the diversity of occupations in their community.
3. Aware of leisure time occupations.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will review occupational title list with teacher. | 1. Classroom session - Occupational title list. | 1. Coordinate with counselor. | 1. Discuss their job's occupational title. | 1. Speakers - Occupation form occupational title list. | 1. Provide occupational title list of school personnel to counselor. |
| 2. Students will tell about several occupations in the community. | 2. Classroom session - Make list of occupations in the community. | 2. Plan activities with counselor. | 2. Relate the importance of occupations in the community to the family. | 2. Speakers - Occupations on "Main Street". | 2. Support. |
| 3. Students will identify several leisure time activities they enjoy. | 3. Classroom session - Define leisure compare to work. | 3. Coordinate with counselor. Discuss why a school playground is important. | 3. Discuss why leisure time is important to them. | 3. Speakers - Leisure time occupation. | 3 .Support. |

**RESOURCES:**

Career and Technology Awareness

Yellow Pages in Telephone book

List of School Job Titles (Principals provide)

**ADDITIONAL ACTIVITIES:**

# CAREER GUIDANCE OBJECTIVES

## ELEMENTARY (4-5)

| GRADES | EDUCATIONAL | SELF KNOWLEDGE | CAREER |
|---|---|---|---|
| 4 | 1. Expand knowledge of why people work.<br>2. Awareness of how basic skills relate to specific careers.<br>3. Awareness of the decision making process. | 1. Students will complete their Career Development Record.<br>2. Awareness of skills and abilities necessary in some careers.<br>3. Awareness of how they are unique in their interests and abilities. | 1. Awareness of the 15 career clusters.<br>2. Awareness of occupations within the career clusters.<br>3. Awareness that leisure activities and interests could lead to a career. |
| 5 | 1. Expand knowledge of the relationship between educational achievement and career opportunities.<br>2. Develop attitudes necessary for work and learning.<br>3. Develop skills for locating, understanding and using career information. | 1. Awareness of how interests and values relate to careers.<br>2. Awareness of how good work habits are necessary for career success.<br>3. Awareness that individuals are responsible for their own actions. | 1. Develop skills in making decisions and choosing alternatives in planning for career goals.<br>2. Expand knowledge of the interrelationship of life roles and careers.<br>3. Awareness of how sex-role sterotyping, bias and discrimination can limit career choices. |

# CAREER DEVELOPMENT EDUCATION

## FOURTH GRADE

**OBJECTIVES:**

1. Expand knowledge why people work.
2. Awareness of how basic skills relate to specific careers.
3. Awareness of the decision making process.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will relate 3 reasons why people work. | 1. Schedule classroom sessions. | 1. Coordinate with counselor. | 1. Parents will relate to student how salaries provide the necessities of life. | 1. Job Service speaker. | 1. Support. |
| 2. For each basic skill area students will list 2 careers that directly relate to the subject area. | 2. Classroom sessions. | 2. Make a display of careers related to subject area. | 2. Relate how a basic skill is important in their occupation. | 2. Speaker - Literacy council. | 2. Support. |
| 3. Students will relate how decisions are made. | 3. Group sessions on decision making skills. | 3. Coordinate with counselor. | 3. Relate some decisions that cannot be made in the home setting. | 3. Speaker - Business/ industry decisions. | 3. Administrator present some school problems that require decisions. |

**RESOURCES:**

Career Awareness

Job Service

Literacy Council

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## FOURTH GRADE

**OBJECTIVES:**

1. Students will complete their Career Development Record.
2. Awareness skills and abilities necessary in some careers.
3. Awareness of how they are unique in their interests and abilities.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Each student will complete the 4th grade segment of the career development record. | 1. Schedule personnel and classtime to complete this objectives. | 1. Work with counselor in scheduling activity assist. | 1. Review results of career development record with student assist. | 1. Assist with Career Development Record. | 1. Schedule staff and support activity. |
| 2. Students will list skills and abilities needed in 2 careers. | 2. Schedule as classroom activity. | 2. Collaborate with counselor. | 2. Parents will list skills and abilities necessary to their occupation. | 2. Speaker - Interests and abilities necessary to my work. | 2. Support. |
| 3. Student will list their interests and abilities. | 3. Schedule as classroom activity. | 3. Utilize vocational teachers and others. How interests and abilities affect career choice. | 3. Relate to students how they chose their occupation. | 3. Speaker—Unusual career. | 3. Support. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT RECORD

_____
Student's Name

**GRADE FOUR** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside _____ Inside _____ Both _____

**Physically:**

Active _____ Average _____ Sedentary _____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

_____

_____

_____



**GRADE FIVE** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside _____ Inside _____ Both _____

**Physically:**

Active _____ Average _____ Sedentary _____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

_____

_____

_____

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## FOURTH GRADE

**OBJECTIVES:**

1. Awareness of the 15 career clusters.
2. Awareness of occupations within the career clusters.
3. Students will learn that liesure activities and interests, could lead to a career.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will list the 15 career clusters. | 1. Classroom session. | 1. Coordinate with counselor. | 1. Review Career Development Record. | 1.Speaker representing career cluster. | 1. Support. |
| 2. Students will identify several occupations within a career cluster. | 2. Classroom session. | 2. Coordinate with counselor. | 2. Relate job titles at their work site. Identify career cluster to which each belongs. | 2.Field Trips—business and industry. | 2. Support. |
| 3. Students will relate how their leisure activities would lead to a career. | 3. Classroom session. | 3. Coordinate with counselor. | 3. Relate how income supports leisure activities. | 3. Speaker—Recreational Cluster - Leisure Activities. | 3. Support. |

**RESOURCES:**
Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## EDUCATION
## FIFTH GRADE

**OBJECTIVES:**

1. Knowledge of the relationship of educational achievement and career opportunities
2. Develop attitudes necessary for success in work and learning
3. Skills for locating, understanding and using career information

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The student will: Identify how skills and knowledge taught in school subjects are needed in various occupations. | 1. Individual counseling. Group counseling. | 1. Identify careers that require proficiency in particular school subjects. | 1. Discuss how skills and knowledge learned in school help them at work. | 1. Speaker—How basic Skills Are used in My Job. | 1. Support. |
| 2. Demonstrate effective learning habits and skills. | 2. Conduct group guidance on budgeting of time and study skills. | 2. Teach study skills. | 2. Review study skills, encourage achievement and monitor progress. | 2. Speaker—Careers require continued learning. | 2. Support. |
| 3. Demonstrate skills in using available school and community resources to learn about careers. | 3. Assist students in identifying resources for career information. | 3. Assist students in utilizing career information resources. | 3. Encourage students to use career information resources. | 3. Provide materials concerning career opportunities in business/industry. | 3. Maintain file of resources such as speakers and field trip sites. |

**RESOURCES:**

Career and Technology Awareness

Library media center

SCOIS

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT

## SELF KNOWLEDGE

### FIFTH GRADE

**OBJECTIVES:**

1. Awareness of how interests and values relate to careers.
2. Awareness of how good work habits are necessary for career success.
3. Awareness that individuals are responsible for their own actions.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will relate why a career interests them. | 1. Classroom session - Discuss how interests and values relate to career. | 1. Plan with counselor. | 1. Relate to students what is interesting in their occupations. | 1. Schedule speaker from unusual career. | 1. Support. |
| 2. Students will list 3 good work habits they should develop. | 2. Classroom session. | 2. Faculty emphasizes the importance of good work habits in school. | 2. Demonstrate good work habits. | 2. Speaker - "Why people are Fired". | 2. Encourage staff to demonstrate good work habits. |
| 3. Students will demonstrate responsible behavior. | 3. Classroom session. Individual counseling. | 3. Faculty emphasize the importance of being responsible. | 3. Demonstrate responsibility. | 3. Speaker - Responsible people at work. | 3. Support. |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**



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# CAREER DEVELOPMENT
## CAREER GUIDANCE
### FIFTH GRADE

**OBJECTIVES:**

1. Students will develop skills in making decisions and choosing alternatives in planning for career goals.
2. Students will expand knowledge of the inter-relationship of life roles and careers.
3. Awareness of how sex-role stereotyping, bias, and discrimination can limit career choices.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The student will: Identify advantages and disadvantages of different types of high school educational and training programs. | 1. Individual and group counseling. | 1. Plan assignments related to career goals and the High School curriculum. | 1. Encourage student to investigate careers. | 1. Highlight careers in media, provide resources for career information, provide Speakers. | 1. Encourage infusion, strategies related to career development. |
| 2. Discuss advantages and disadvantages of various life styles. | 2. Individual and group counseling. | 2. Relate classroom deportment to the work ethic. | 2. Demonstrate acceptable work ethics. | 2. Speaker—Local Police The Criminal Life Style. | 2. Encourage staff to demonstrate appropriate work ethics. |
| 3. Describe adjustments and advantages of entering a nontraditional occupation. | 3. Provide resources—printed materials. Relating to non traditional careers. | 3. Emphasize the effect that sex roles and steriotyping have on careers. | 3. Encourage student to pursue a career. | 3. Provide role models. | 3. Support Activities. |

**RESOURCES:**

Four Year High School Study Plan Forms—Appendix II, III, IV

SCOIS

High school curriculum guide

**ADDITIONAL ACTIVITIES:**

## MIDDLE/JUNIOR HIGH SCHOOL CAREER DEVELOPMENT OVERVIEW

Early adolescents are slowly moving from seeking and meeting adult expectations to that of seeking and meeting their own expectations through friendships and interactions with their peer group. Excitable, easily motivated, creative, inquisitive, and eager to explore, students require a learning environment that is participative and action oriented. Educational achievements will be maximized to the extent that the school program responds to and acknowledges these traits. The Career Development Program at the Middle/Junior High School must be designed as an integral part of the school curriculum and must address the needs of these young people, allowing each opportunities to explore various educational and career interests and to express an individual developing self.

Career development should begin in the elementary school and progress sequentially as do the basic skills. The developmental approach continues throughout a student's years in school and beyond. A Career Development Program should present information and challenging activities which encourage students to become aware of all alternatives open to them in harmony with their abilities, interests, aptitudes and desired life style.

# CAREER GUIDANCE OBJECTIVES

## ELEMENTARY (6-9)

| GRADES | EDUCATIONAL | SELF KNOWLEDGE | CAREER |
|---|---|---|---|
| 6 | 1. Explore education and skill requirements of various careers.<br>2. Expand knowledge of curriculum offerings at high school.<br>3. Expand knowledge of the relationship of career choice to life styles. | 1. Complete the Career Development Record.<br>2. Explore personal needs and academic abilities.<br>3. Expand knowledge of how personal maintenance affects careers. | 1. Explore all career clusters.<br>2. Expand knowledge of occupations in career clusters.<br>3. Expand knowledge of how career choice affects leisure time. |
| 7 | 1. Expand knowledge of how educational achievement can impact on career options.<br>2. Explore how the H.S. curriculum can begin training the student for a career.<br>3. Explore how peer pressure can influence decisions and school work. | 1. Complete the Career Development Record.<br>2. Explore careers that relate to interests aptitudes and abilities.<br>3. Developing a work ethic. | 1. Explore occupations in various career clusters.<br>2. Expand skills in finding and using sources of career information.<br>3. Expand knowlege of career opportunities in South Carolina. |
| 8 | 1. Students will plan a four year HS curriculum.<br>2. Expand knowledge of how technology affects career options.<br>3. Awareness of how academic and vocational skills are used at home and work. | 1. Complete the Career Development Record.<br>2. Each student will participate in a career Interest Inventory and Needs Assessment.<br>3. Explore personal needs and wants - now and future. | 1. Expand knowledge of the SCOIS.<br>2. Explore how careers relate to community needs.<br>3. Explore entrepreneurship as a career option. |
| 9 | 1. Recognize that occupational skills can be learned through high school courses.<br>2. Appraise their academic and vocational strengths and weaknesses.<br>3. Plan a secondary and post secondary course of study based on a career goal. | 1. Complete the Career Development Record.<br>2. Expand knowledge of physical and emotional preparation necessary for the work place.<br>3. Expand knowlege of interpersonal skills. | 1. Students will explore career options.<br>2. Students will explore career pathways.<br>3. Students will investigate various careers. |

## CAREER DEVELOPMENT RECORD

_____

Student's Name

**GRADE SIX** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ___ Inside ___ Both ___

**Physically:**

Active ___ Average ___ Sedentary ___

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

**GRADE SEVEN** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ___ Inside ___ Both ___

**Physically:**

Active ___ Average ___ Sedentary ___

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

**GRADE EIGHT** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ___ Inside ___ Both ___

**Physically:**

Active ___ Average ___ Sedentary ___

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

**GRADE NINE** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ___ Inside ___ Both ___

**Physically:**

Active ___ Average ___ Sedentary ___

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a: _____

_____

**Comments:** _____

_____

## HIGH SCHOOL CURRICULUM PLAN

| | | | |
|---|---|---|---|
| 1. _____ | 1. | 1. | 1. |
| 2. _____ | 2. | 2. | 2. |
| 3. _____ | 3. | 3. | 3. |
| 4. _____ | 4. | 4. | 4. |
| 5. _____ | 5. | 5. | 5. |
| 6. _____ | 6. | 6. | 6. |

# CAREER DEVELOPMENT EDUCATION

## SIXTH GRADE

**OBJECTIVES:**

1. Explore education and skill requirements of various careers.
2. Expand knowledge of curriculum offerings at high school.
3. Expand knowledge of the relationship of career choice to life styles.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will describe the education and training required for three careers in which they are interested. | 1. Classroom session. | 1. Focus on careers related to discipline. | 1. Relate the amount of education and skill training required for present job/careers. | 1. Provide information about occupations in business/industry high-lighting the amount of education and skill training necessary. | 1. Encourage staff to regularly relate subject matter to career preparation. |
| 2. Students will tentatively plan a high school curriculum based on a career goal. | 2. Classroom session. | 2. Various teachers plan classroom sessions with the counselor. | 2. Relate what courses were taken in high school that prepared them for an occupation. | 2. Plan displays of careers and high school course offerings. | 2. Support interaction of high school and middle school counselors. |
| 3. Students will describe a desired life style. | 3. Classroom session "Life Styles". | 3. Social Studies - discuss the relationship of economic stability and occupations. | 3. Relate how income produces "Life Style". | 3. Have realtor speak on neighborhoods and how they develop. | 3. Encourage staff support of activities. |

**RESOURCES:**

SCOIS

High school curriculum guide—Appendix II

Exploring Career Options/Career & Technology Awareness

**ADDITIONAL ACTIVITIES:**


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# CAREER DEVELOPMENT
## SELF KNOWLEDGE
### SIXTH GRADE

**OBJECTIVES:**

1. Career Development Record.
2. Explore personal needs and academic abilities.
3. Expand knowledge of how personal maintenance affects careers.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will complete their Career Development Record for this level. | 1. Classroom session. | 1. Assist counselor with Career Development Record | 1. Review Career Development Record with student. | 1. Provide human resources for assistance in activity. | 1. Encourage staff to complete this activity. |
| 2. Students will list personal needs and review their academic achievements. | 2. Individual session. Needs Assesment. | 2. Assist students in achieving acceptable academic achievement. | 2. Encourage students to maintain acceptable levels of academic achievement. | 2. Highlight Education Week in displays. | 2. Encourage staff to participate in infusion of career development strategies. |
| 3. Students will discuss their personal maintenance habits. | 3. Individual session. | 3. Encourage acceptable personal maintenance habits. | 3. Insist on good personal maintenance habits. | 3. Displays high-lighting personal appearance. | 3. Encourage staff to participate. |

**RESOURCES:**

Career and Technology Awareness

Career Development Record

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
### SIXTH GRADE

**OBJECTIVES:**

1. Explore all the career clusters
2. Expand knowledge of occupations in career clusters.
3. Expand knowledge of how career choice affects leisure time.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will identify several career clusters. | 1. Classroom session - career clusters. | 1. Plan activity with counselor. | 1. Review career clusters that interest students. Identify career cluster of their occupation. | 1. Collaborate with counselor - displays, and speakers. | 1. Support with funds for career guidance materials. |
| 2. Students will identify three occupations that interest them in three different career clusters. | 2. Classroom session - group session - individual session. | 2. Have students research three occupations highlighting how subject area skills are utilized. | 2. Share personal interest in other careers. | 2. Provide speakers for careers of interest. | 2. Encourage staff to include career research in their assignments. |
| 3. Students will compare how career choice affects leisure time activities. | 3. Classroom session - leisure time. | 3. Plan activity with counselor - share personal leisure time activities with class. | 3. Relate leisure time activities and how working hours affects these activities. | 3. Provide speakers from "leisure time" businesses and industries. | 3. Encourage staff to orally share "leisure time" activities and experiences with students. |

**RESOURCES:**

Career and Technology Awareness

Exploring Career Options

Trade and Technical Careers Handbook

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT EDUCATION

## SEVENTH GRADE

**OBJECTIVES:**

1. Expand knowledge of how educational achievement can impact on career options.
2. Explore how the high school curriculum can begin training for a career.
3. Explore how peer pressure can influence decisions and school work.

### PLANNED ACTIVITIES

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Student will research a career and list the various education levels represented.<br><br>2. Students will list educational/skill training and pathways to careers.<br>3. Students will discuss peer pressure and its effects on their decisions. | 1. Classroom sessions review career clusters and review carrer ladder.<br><br>2. Classroom sessions provide high school curriculum guides.<br><br>3. Classroom group peer pressure. | 1. Plan activities with counselor.<br><br>2. Incorporate career oriented activities into lesson plans.<br><br>3. Discuss peer pressure and its effects on individuals. | 1. Discuss their education skill training level as it relates to their occupation.<br><br>2. Discuss what educational/skill training opportunities they would like to have had.<br>3. Encourage students to be unique and exercise good judgment. | 1. Business/industry provide job titles and educational requirements of employees.<br><br>2. Provide speakers from post-secondary schools.<br><br>3. Provide retail store security to speak. | 1. Encourage all counselors to work together (Elementary, Middle/Junior High/H.S.).<br><br>2. Encourage teachers and counselors to work together in assisting all students in preparing for a productive satisfying life.<br>3. Support activities. |

**RESOURCES:**

Exploring Career Options/Career and Technology Awareness

List of vocational programs (Appendix III and IV)

SCOIS and High School Curriculum Guide

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT

## SELF KNOWLEDGE

## SEVENTH GRADE

**OBJECTIVES:**

1. Career Development Record
2. Explore how interests, aptitudes and abilities relate to career goals.
3. Explore how to develop a good work ethic.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will complete their Career Development Record. | 1. Classroom session. | 1. Assist counselor with activity. | 1. Review Career Development Record. | 1. Provide assistance. | 1. Provide support. |
| 2. Students will identify their individual interests, aptitudes and abilities. | 2. Classroom session administer an interest inventory - individual session review aptitudes and abilities. | 2. Assist counselors to encourage students to express their interests. | 2. Provide opportunities for students to exercise interests and abilities. | 2. Provide assistance. | 2. Support. |
| 3. Students will define "work ethic" and describe qualities that makeup a good work ethic. | 3. Classroom session - the work ethic. | 3. School can be considered their first "job". Developing a good work ethic begins here - being on time, absenteeism, completing assignments, etc. | 3. Encourage students to maintain a good attendance record. | 3. Speaker: Business/Industry provide their view of a good work ethic. Speaker - printed material. | 3. Support activity. |

**RESOURCES:**

Career Development Record

SCOIS

Interest Inventory- (Appendix I)

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## SEVENTH GRADE

**OBJECTIVES:**

1. Explore occupations in various career clusters.
2. Expand skills in finding and using sources for career information.
3. Expand knowledge of career opportunities in South Carolina.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Student will select five occupations within one career cluster and describe how to prepare for each (academically/skill training).<br>2. Students will list various career information resources.<br>3. Students will list occupations indigenous to several regions of South Carolina. | 1. Classroom session - career pathways.<br>2. Counselor plan with media specialist for demonstration of SCOIS.<br>3. Classroom session with Social Studies teacher. | 1. Using SCOIS, have students research a career.<br>2. Include career information activities in lesson plans.<br>3. Describe occupations in colonial times. How do they differ from today. | 1. Describe what skills are needed for their occupation.<br>2. Become familiar with SCOIS as a career information resources.<br>3. Relate whether the occupation is only found in a certain region of SC. | 1. Speaker for selected occupation.<br>2. Provide site for public demonstration of SCOIS - mall, retail store, etc.<br>3. Various festivals celebrate specific produce of an area - what occupations are associated with this product. (okra strut/watermelon festival) | 1. Support activities.<br>2. Schedule SCOIS demonstration for staff in-service and PTO.<br>3. Support. |

**RESOURCES:**

Occupational Outlook Handbook

SCOIS- 737-2733

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT EDUCATION

## EIGHTH GRADE

**OBJECTIVES:**

1. Students will plan a four year high school curriculum.
2. Expand knowledge of how technology affects career options.
3. Awareness of how academic and vocational skills are used at home and at work.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Plan a four year high school curriculum based on career interests. | 1. Classroom sessions with high school counselors. | 1. Assist counselors. | 1. Assist in planning high school curriculum. | 1. Speaker—Planning Your High School Curriculum. | 1. Encourage all counselors to work together in developing a guidance program K-12. |
| 2. Students will project careers of the future. | 2. Classroom session - changing career options and new vocational courses. | 2. Plan activities with counselor. | 2. Keep informed of new occupations. | 2. Provide school with information of new occupations. | 2. Schedule - Aerospace Education Mobile Unit contact Langley Research Center. |
| 3. Students will identify academic and vocational skills necessary for living and working. | 3. Classroom sessions. Skills for living and working. | 3. Plan activities showing importance of discipline to living and working. | 3. Relate to students the academic skills they need at work and at home. | 3. Speaker—Discipline In The Workplace. | 3. Support activities. |

**RESOURCES:**

High school curriculum guide/Vocational and high school counselors/Appendix II.

NASA - (Langley Research Center, Teacher Resource Center)

Stop 146, Hampton, Virginia 23665-5225 (804) 864-3293

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
### EIGHTH GRADE

**OBJECTIVES:**

1. Career Development Record.
2. Career Interest Inventory and Needs Assessment.
3. Explore personal needs and wants - now and future.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will complete this level of the Career Development Record. | 1. Classroom session review previous student. | 1. Assist counselor. | 1. Review Career Development Record with student. | 1. Provide assistance. | 1. Support activities. |
| 2. Students will participate in an interest inventory and career development needs assessment. | 2. Review interest inventory instruments - select one to be administered. Develop a needs assessment instrument for students and parents. | 2. Assist counselor. | 2. Participate in needs assessment "What can the school do for your child". | 2. Support inventory and needs assessment activities. | 2. Orientation of staff and school improvement council. |
| 3. Students will list personal needs & wants now and in the future. | 3. Group sessions. | 3. Develop activities that challenge students to evaluate personal needs and wants. | 3. Relate to student the needs of the household and their wants for the future. | 3. Speaker—Buying a car. | 3. Support activities. |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## EIGHTH GRADE

**OBJECTIVES:**

1. Expand knowledge of the South Carolina Occupational Information System.
2. Explore how careers relate to community needs.
3. Explore entrepreneurship as a career option.

### PLANNED ACTIVITIES

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will use the S.C. Occupational Information System to research a career.<br>2. Students will describe careers in thier community that are: 1)service, 2) communication, 3) transportation, 4) construction<br><br>3. Students will define & describe characteristics of entrepreneurship careers. | 1. Counselor will demonstrate SCOIS and develop activities utilizing SCOIS information.<br>2. Classroom and/or group sessions. Plan activities around these occupational categories.<br><br>3. Classroom session. Marketing student or instructor will present "Entrepreneurship." | 1. Teacher will plan activities with counselor.<br><br>2. Teacher will demonstrate how coursed study relates to the occupational categories.<br>3. Plan with counselor classroom sessions and activities. | 1. Review SCOIS information from school.<br><br>2. Demonstrate how occupation matches one of the categories being studied.<br><br>3. Act as resource—if self employed. | 1. Highlight SCOIS availability to community.<br><br>2. Provide speakers and/or tours.<br><br>3. Speakers who are self-employed: dentist, auto repair, agribusiness. | 1. Budget funds for SCOIS provide time for staff orientation to SCOIS.<br>2. Administrator will present to class how these occupational categories are related to the school.<br>3. Support and encourage activities. |

**RESOURCES:**

SCOIS - 737-2733

Yellow pages of telephone book.

Marketing Instructor (Vocational/Career Center)

**ADDITIONAL ACTIVITIES:**

Exploring Career Options

# CAREER DEVELOPMENT EDUCATION

## NINTH GRADE

**OBJECTIVES:**

1. Recognize that occupational skills can be learned through high school courses.
2. Appraise individual academic and vocational strengths/ weakness.
3. Plan a course of study in preparation for a career.

### PLANNED ACTIVITIES

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will relate how courses offered in H.S. can prepare them for a career. | 1. Vocational and H.S. Counselors place activities together. | 1. Relate course of study to various careers. | 1. Review high school courses with student. | 1. Speaker—Recent graduate -How High School Helped me. | 1. Encourage staff to support activities. |
| 2. Students will discuss individual career plans and review their academic and vocational progress. | 2. Individual counseling sessions. | 2. Plan activities which give students the opportunity to explore their career goals. | 2. Assist student in developing realistic career goals. | 2. Offer summer jobs to students. | 2. Support. |
| 3. Each student will develop a high school plan based on a career goal. | 3. Individual and group counseling. | 3. Coordinate with counselor. | 3. Review and assist students with a career prepartion plan. | 3. Speaker—College Student. | 3. Support activities. |

**RESOURCES:**

H.S. curriculum guide

Appendix II, III, IV

**ADDITIONAL ACTIVITIES:**

Summer Job Fair

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## NINTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record for this level.
2. Expand knowledge of physical and emotional preparation necessary for the work place.
3. Develop interpersonal skills necessary for the work place.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Student will complete the Career Development Record for this level. | 1. Plan classroom or group session. | 1. Lesson plans that require student to reflect and project career goals. | 1. Discuss their career hopes for student. | 1. Support activity. | 1. Orient staff to Career Development Record. |
| 2. Students will describe the physical and emotional maturity necessary for success in a career. | 2. Plan group and individual sessions. | 2. Discuss emotional and physical development. | 2. What emotional and physical maturity is needed at their work place. | 2. Speaker - Dept. of Mental Health. Speaker - Physical fitness. | 2. Support |
| 3. Students will demonstrate positive interpersonal skills. | 3. Plan role playing sessions. | 3. Plan activities with counselor. | 3. Relate work situations where positive personal skills were not used and the results. | 3. Speaker—Social Skills needed on the job. | 3. Support activities. |

**RESOURCES:**

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## NINTH GRADE

**OBJECTIVES:**

1. Students will explore career options.
2. Students will explore career pathways.
3. Students will investigate various careers.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will report on several career options. | 1. Classroom sessions. | 1. Coordinate with counselor. | 1. Encourage student to complete assignments. | 1. Highlight career clusters in window displays. | 1. Schedule a Career Day - Week - Month. |
| 2. Students will describe several pathways to careers. | 2. Plan activities showing various career pathways (Apprenticeship, College, Voc School, Tech, On the job training). | 2. Support activity with assignments (written-oral etc.). Media Specialist provide information & material. | 2. Relate an occupation they would like to have. | 2. Speakers and field trips. | 2. Support with scheduling and funds. |
| 3. Students will operate the SCOIS computer terminal. | 3. Plan SCOIS instructional session. | 3. Plan activities requiring career research. | 3. Orientation to SCOIS - at P.T.O. meetings. | 3. Visit school and observe SCOIS. | 3. Demonstrate SCOIS to faculty. |

**RESOURCES:**
SCOIS - South Carolina Occupational Information System

Media Center

**ADDITIONAL ACTIVITIES:**

## HIGH SCHOOL CAREER DEVELOPMENT OVERVIEW

The high school years represent a critical time in the lives of students. For some students, this includes preparation for entry into post-secondary education; for other students, it includes direct entry into the work force or the military. For other students it is a time of disillusionment, frustration and poor self concept. The peer pressure encountered during these years can influence the future success or failure academically, socially and occupationally. Career development programs must respond to individual needs, readiness and motivation and must help all students prepare for the transition into the adult world. Students need to develop competencies that will enable them to make important choices that they will face during their high school years and develop the skills they will need as they mature in their own career development.

# CAREER GUIDANCE OBJECTIVES
## HIGH SCHOOL (10-12)

| GRADES | EDUCATIONAL | SELF KNOWLEDGE | CAREER |
|---|---|---|---|
| 10 | 1. Recognize the relationship between academic/vocational achievement and career planning.<br>2. Recognize the importance of business/industry in their community.<br>3. Recognize that careers require various levels of academic/skill preparation. | 1. Complete the Career Development Record.<br>2. Recognize the importance of physical and mental development to career success.<br>3. Expand knowledge of changes in male/female roles and how this relates to career decisions. | 1. Students will develop a career plan.<br>2. Expand knowledge of Financial Aid resources.<br>3. Students will experience one day in an occupation of their choosing with a mentor. |
| 11 | 1. Review and revise post secondary educational/skill training plans.<br>2. Expand the development of a positive work ethic.<br>3. Expand skills needed for locating, evaluating and interpreting career information. | 1. Complete the Career Development Record.<br>2. Students will recognize how peer pressure can influence behavior.<br>3. Student will recognize how stress can effect work, productivity. | 1. Expand Job Seeking skills.<br>2. Recognize skills necessary for maintaining a job.<br>3. Expand skills in resume writing, applications, interview techniques and other job employment requirements. |
| 12 | 1. Expand knowledge of self-employment as a possible form of employment.<br>2. Expanded knowledge of employment trends and the effect it has on career decisions.<br>3. Expand knowledge of how societal needs and function's influence business/industry. | 1. Expand knowledge of how career choice will affect future life style.<br>2. Evaluate individual responsibility for making career decisions.<br>3. Expand knowledge of factor that influence career decisions. | 1. Review and expand career options and pathways.<br>2. Expand knowledge of local major employers, the products or services they provide and representative occupations.<br>3. Recognize that the changing work world demands lifelong learning and training. |


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# CAREER DEVELOPMENT EDUCATION

## TENTH GRADE

**OBJECTIVES:**

1. Recognize the relationship between education/vocational achievement and career planning.
2. Recognize the importance of business/industry in their community.
3. Recognize that careers require varying levels of academic/skill preparation.

### PLANNED ACTIVITIES

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The student will describe how academic and vocational skills will enhance their career goals.<br>2. The student will relate how business and industry in their community affects their lives.<br>3. Students will demonstrate knowledge of academic/skill preparation necessary to enter various careers. | 1. Utilize multi-media approach in group sessions.<br>2. Classroom sessions - identifying business and industry in community.<br>3. Group sessions in resources available for career information. | 1. All teachers identify careers related to their dicipline.<br>2. Schedule classroom session with counselor.<br>3. Plan classroom sessions utilizing SCOIS information. | 1. Recognize and encourage positive aptitudes, interests and abilities.<br>2. Share information concerning job/career salary and fringe benefits.<br>3. Review career information resources. | 1. Provide speakers and field trip sites.<br>2. Participate in the Adopt A School Program.<br>3. Provide job title list of business/industry and necessary academic/skill preparation. | 1. Provide monetary support and assist in guidance activities.<br>2. Encourage business/industry to enter the Adopt A School Program.<br>3. Support. |

**RESOURCES:**

South Carolina Occupational Information System

Telephone Book Yellow Pages

**ADDITIONAL ACTIVITIES:**

Field Trips to business and industry

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## TENTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record for the tenth grade.
2. Recognize the importance of physical and mental development to career success.
3. Expand knowledge of changes in male/female roles and how this can affect career decisions.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will complete their Career Development Record for this level. | 1. Individual counseling and classroom sessions. | 1. Coordinate with counselors. | 1. Review Career Development Record. | 1. Support. | 1. Provide support and budget for resources. |
| 2. Students will relate how they are preparing to accept the responsibility of employment. | 2. Classroom sessions—what the employer expects from employees. | 2. Coordinate lessons with "responsibility" theme. | 2. Review with students their responsibility to the family. | 2. Speakers—Responsibility in the work place. | 2. Support. |
| 3. The student will identify factors that have recently change the work patterns of men and women. | 3. Group and Classroom sessions. | 3. Plan a lesson—Changing male and female life roles. | 3. Identify occupations that have non-traditional employees. | 3. Provide speakers in non traditional occupations. | 3. Support. |

**RESOURCES:**
South Carolina Occupational Information System (SCOIS).

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT RECORD

_____
Student's Name

**GRADE 10** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ___ Inside ___ Both ___

**Physically:**

Active ___ Average ___ Sedentary ___

Achievement(s) _____

_____

Vocational Training _____

Hobby/Interest(s) _____

_____

Career Interest: _____

Work Experience: _____

Exit Exam _____

Extra Curricular
Activities: _____

_____

_____

**GRADE 11** DATE: _____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ___ Inside ___ Both ___

**Physically:**

Active ___ Average ___ Sedentary ___

Achievement(s) _____

_____

Vocational Training _____

ASVAB _____

Assessment _____

Career Plans _____

Work Experience: _____

Extra Curricular
Activities: _____

_____

_____

Awards/Honors: _____

*Armed Services Vocational Apptitude Battery

**GRADE 12** DATE: _____

Graduated _____ Rank _____

Vocational Training _____

College _____

Major Course of Study _____

Military: Branch _____

Job _____

Work: Seeking Employment _____

Employed By _____

_____

SAT: V____ M____ V ____ M ____

ASVAB _____

Exit Exam: _____

Extra Curricular
Activities: _____

_____

_____

Awards/Honors: _____

*Armed Services Vocational Apptitude Battery

*Scholastic Apptitude Test

## HIGH SCHOOL COURSE SCHEDULE PLAN

| TENTH GRADE | ELEVENTH GRADE | TWELFTH GRADE |
|---|---|---|
| 1. _____ | 1. | 1. _____ |
| 2. _____ | 2. | 2. _____ |
| 3. _____ | 3. | 3. _____ |
| 4. _____ | 4. | 4. _____ |
| 5. _____ | 5. | 5. _____ |
| 6. _____ | 6. | 6. _____ |

# CAREER DEVELOPMENT
## CAREER GUIDANCE
### TENTH GRADE

**OBJECTIVES:**

1. Students will develop a career plan.
2. Students will become knowledgeable of financial aid sources for post secondary education and training.
3. Students will experience a day at an occupation of their choosing.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The student will develop a career plan including necessary educational & skill training. | 1. Individual and classroom session. | 1. Coordinate with counselor. | 1. Encourage student to make tentative career plans. | 1. Provide inforamtion about success of former students in careers. | 1. Support. |
| 2. Students will enumerate several financial aid sources for post-secondary education and training. | 2. Classroom session. | 2. Coordinate with counselor. | 2. Revise post secondary options and financial requirements. | 2. Consider offering scholarships. | 2. Encourage scholarship participation from community and other sources. |
| 3. Students will relate their experiences at an assigned work site, orally and in writing. | 3. Arrange for student experiential assignments. | 3. Plan oral and written assignments based on assigned work experience assignment. | 3. Assist and encourage experiential assignments. | 3. Collaborate with school. | 3. Encourage and support experiential assignments. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS).

N.A.T.T.S. Handbook (National Association of Trade and Technical Schools

Military Career Guide — High School Curriculum Guide — Appendix II

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## EDUCATION
## ELEVENTH GRADE

**OBJECTIVES:**

1. Review and revise post secondary education/skill training relevant to individual career plans.
2. Expand the development of a positive work ethic.
3. Expand skills needed for locating information about career options.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Student will review and revise post secondary education/skill training and occupational plans. | 1. Classroom sessions. | 1. Plan activity concerning resources for career information. | 1. Plan future post secondary education/skills training with student. | 1. Speaker—College student; Apprenticeship student. | 1. Support. |
| 2. Students will demonstrate a positive work ethic. | 2. Group and individual sessions. | 2. Coordinate with counselor - the work ethics. | 2. Discuss the benefits of a positive work ethic. | 2. Speaker—"Your Job - Your Work Ethic. | 2. Encourage staff to practice positive attitude concerning work. |
| 3. The student will research careers of interest using available resources. | 3. Provide and assist students with career information resources. | 3. Plan activity using SCOIS. | 3. Discuss career information with student. | 3. Provide resource for job information. | 3. Provide budget and support for updated resource material. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

Occupational Outlook Handbook, Dictionary of Occupational Titles

Job Seeking - Job Keeping Curriculum Guides - State Dept. of Education

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## SELF KNOWLEDGE
## ELEVENTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Students will recognize how peer pressure can influence their behavior.
3. Students will recognize how stress and anxiety can affect work productivity.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The students will complete their Career Development Record. | 1. Scheduled small group and individual sessions. | 1. Assign written work relating to changing career plans. | 1. Review Career Development Record. | 1. Support. | 1. Provide support |
| 2. The student will illustrate the influence peer pressure has on decisions and behavior. | 2. Provide opportunities for group experiences. | 2. Assign oral presentation to be made by students relating to the effects of peer pressure. | 2. Include students in social interraction activities. | 2. Speaker: "Peer Influence"—(Dept. of Youth Services). | 2. Provide support |
| 3. The student will identify symptoms of stress and anxiety. | 3. Classroom session—Symptoms of Stress and Anxiety And How To Cope. | 3. Health Class topic—Stress and Anxiety. | 3. Describe how stress and anxiety can affect their work. | 3. Mental Health Speaker - How To Cope. | 3. Speaker—In service: Stress and Anxiety Symptoms In Students. |

**RESOURCES:**

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
## ELEVENTH GRADE

**OBJECTIVES:**

1. Expand job seeking skills.
2. Recognize skills for maintaining a job.
3. Expand skills in resume writing applications, interview techniques and other pre-employment requirements.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Student will relate positive job seeking skills. | 1. Coordinate and supervise group activities related to transition from high school to further training or work. | 1. Plan with counselor activities involving job seeking skills. | 1. Assist with and review students job seeking skills. | 1. Speaker: Panel Discussing Job Seeking Skills. | 1. Provide administrative support. |
| 2. Students will relate positive job keeping skills. | 2. Plan group activities relating to job keeping skills. | 2. Coordinate activities with counselor. | 2. Relate job keeping skills at their work site. | 2. Speaker: "How to Keep Your Job". | 2. Provide support. |
| 3. Students will write a resume, fill out sample applications and practice interviewing skills. | 3. Classroom sessions. | 3. Coordinate with counselor. | 3. Relate job application procedures at their job site. | 3. Provide sample job applications. | 3. Provide support. |

**RESOURCES:**

Job Seeking Skills

Job Keeping Skills

State Dept. of Education

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## EDUCATION
## TWELFTH GRADE

**OBJECTIVES:**

1. Expand knowledge of self employment as a possible form of employment.
2. Expand knowledge of employment trends.
3. Expand knowledge of how society's needs and functions influence business/industry.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The students will demonstrate knowledge of skills necessary for self employment. Student will demonstrate knowledge of franchising. | 1. Group sessions with marketing student or instructor. Topic: Entrepreneurship. | 1. Economics teacher-plan with counselor classroom sessions. Topic: Supply and Demand. | 1. Parent speaker—"Owning Your Own Business" | 1. Speaker—Franchising (fast food). | 1. Provide support. |
| 2. Student will demonstrate knowledge of how employment trends affect career options. | 2. Group sessions. | 2. Plan with counselor. | 2. Parent discuss "Lay-off" situations at work. | 2. Speaker—Employment trends. | 2. Provide support. |
| 3. Students will list several sociatal factors that influence business/industry. | 3. Classroom sessions. | 3. Coordinate with counselor. | 3. Discuss with students how industry can affect their lives. | 3. Speaker— Marketing a product. | 3. Provide support. |

**RESOURCES:**

Marketing Instructor (Voc. Ed.)

South Carolina Employment Security Commission -Labor Market Division—

Materials and Speakers. 737-2660

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT

## SELF KNOWLEDGE

## TWELFTH GRADE

**OBJECTIVES:**

1. Expand knowledge of how career choices will affect future individual life styles.
2. Evaluate individuals' responsibility for making career decisions.
3. Expand knowledge of factors that influence career decisions.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. Students will describe desired future life style. | 1. Provide individual and group sessions discussing life styles as they relate to careers. | 1. Coordinate with counselor. Topic: Life Styles and Your Career. | 1. Describe a desired life style. | 1. Speaker—Interior Decorator—Styles of Furniture. | 1. Provide administrative support. |
| 2. Students will discuss what has influenced their career decision. | 2. Individual and group discussions. | 2. Coordinate with counselors. Topic: Decision Making Skills. | 2. Relate how they have made career decisions. | 2. Speaker—Community Development. | 2. Provide administrative support. |
| 3. Students will list personal family factors that could influence career a decision. | 3. Individual sessions. | 3. Counselor Coordinates with health teacher—Your Health and Your Career. | 3. Review with students family factors that could influence their career goals. | 3. Speaker—Career Ladder. | 3. Provide administrative supports. |

**RESOURCES:**

**ADDITIONAL ACTIVITIES:**

# CAREER DEVELOPMENT
## CAREER GUIDANCE
### TWELFTH GRADE

**OBJECTIVES:**

1. Review and expand career options and pathways.
2. Expand knowledge of local major employers, their products or services and the representitive occupations.
3. Recognize that the changing work world requires life long learning and training.

**PLANNED ACTIVITIES**

| STUDENT PERFORMANCE OBJECTIVES | COUNSELOR | FACULTY/STAFF | PARENTS | COMMUNITY | SCHOOL ADMINISTRATION |
|---|---|---|---|---|---|
| 1. The student will review their plans for post secondary education/training, or entry into the work forces. | 1. Review with students their career development records and their future plans for work. | 1. Coordinate with counselor classroom session. | 1. Review plan for post secondary education and training. | 1. Support with entry level jobs. | 1. Provide administrative support. |
| 2. Students will list major employers and occupations in their community. | 2. Classroom sessions. Organize a Job Fair. | 2. Coordinate with counselor. | 2. Assist in Job Fair activity. | 2. Participate in Job Fair activity. | 2. Provide administrative support. |
| 3. Students will project what further education/training will be necessary to enter a career. | 3. Classroom sessions. Individual sessions. Group sessions. Topic: Careers and Life Long Learning. | 3. Coordinate with counselor. | 3. Support student's decision. | 3. Speaker - Topic: On The Job Training. | 3. Provide administrative support. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

List of Local Employers and Occupations

**ADDITIONAL ACTIVITIES:**

Job Fair

# APPENDIX

APPENDIX I

## CAREER EXPLORATION
## MIDDLE/JUNIOR HIGH SCHOOL
### Sample Student Needs Assessment Survey

This survey is conducted to help us plan a career development program that will be helpful and valuable to you. There are no wrong answers. We are asking what you think and feel because your ideas about what should be included in a career development program are important. We appreciate your cooperation and your honest opinion.

Please use the following key for your responses. Circle one response for each item. A. Definite Need B. Some Need C. Do Not Need

The types of help I need:

| | | | |
|---|---|---|---|
| 1. To understand how the courses I am now taking are important to various occupations. | A | B | C |
| 2. To get information about job opportunities. | A | B | C |
| 3. To know how to apply for a job. | A | B | C |
| 4. To know how to get "on the job" experience. | A | B | C |
| 5. To have access to information about careers. | A | B | C |
| 6. To have information about vocational courses offered in our school district. | A | B | C |
| 7. To get a part-time job. | A | B | C |
| 8. To know how my interests, abilities and aptitudes relate to careers. | A | B | C |
| 9. To know how to involve my parents in career planning. | A | B | C |
| 10. To know what jobs are available in my community. | A | B | C |
| 11. To know what salary I can expect in various careers. | A | B | C |
| 12. To know how to choose my high school courses in order to help me reach a career goal. | A | B | C |
| 13. To know more about military careers. | A | B | C |
| 14. To know how to choose a career that will meet my needs for money and security. | A | B | C |
| 15. To know what resources in my school provide career information. | A | B | C |

Please answer the following items:

1. My career goal is to become a _____.
2. I plan to attend _____ (Tech/College/University) after graduation from high school.
3. I plan to work as a _____ after graduation from high school.
4. List three (3) careers in which you are interested and put the entry level salary you would expect.

| Career | Salary |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. Describe your ideal career environment. _____.

## APPENDIX II

Planning a high school curriculum, with a career in mind, is of utmost importance in preparing for the future. Vocational Programs teach skills that can qualify a person for entry level positions in today's challenging and demanding job market. Work bound or College bound, an occupational skill can be an asset to every young person in South Carolina.

There are six occupational vocational education programs offering one-hundred different vocational education courses in South Carolina's public schools. All courses are not offered in every school; many are regionally and/or industrially oriented ie. textiles and marine maintenance. An assessment of local business/industries' need for employees determines to a large extent what courses are offered within a vocational area. At the present time, occupational skill development programs are only offered at the high school level. The skills and education acquired through these vocational programs, if successfully completed, will qualify a young person for entry-level employment or further education/training. The following is an example of how a student is able to enroll in a vocational program when selecting either a general or college preparatory curriculum.

### HIGH SCHOOL CURRICULUM PLAN

#### GENERAL DIPLOMA

**NINTH GRADE**
1. Language Arts (Required)
2. Math (Required)
3. Science (Required)
4. Physical Education (Required)
5. Social Studies (Required)
6. ..... (Elective)

**TENTH GRADE**
1. Language Arts (Required)
2. Math (Required)
3. *Science (Required)
4. ..... (Elective)
5. ..... (Elective)
6. ..... (Elective)

**ELEVENTH GRADE**
1. Language Arts (Required)
2. U.S. History (Required)
3. Math (Required)
4.. ..... (Elective)
5.. ..... (Elective)
6. ..... (Elective)

**TWELFTH GRADE**
1. Language Arts (Required)
2. Economics/Amer. Govt. (Required)
3. ..... (Elective)
4. ..... (Elective)
5. ..... (Elective)
6. ..... (Elective)

*Students who earn one unit in science and six or more in a specified vocational area will meet the science requirements for a South Carolina school diploma.

#### COLLEGE PREPARATORY

**NINTH GRADE**
1. Language Arts (Required)
2. Math (Required)
3. Science (Lab/Required)
4. Physical Education (Required)
5. Social Studies (Required)
6. Foreign Language (1st year/Required)

**TENTH GRADE**
1. Language Arts (Required)
2. Math (Required)
3. Science (Lab/Required)
4. Foreign Language (2nd year/Required)
5. ..... (Elective)
6. ..... (Elective)

**ELEVENTH GRADE**
1. Language Arts (Required)
U.S. History (Required)
3. Math (Required)
4.. ..... (Elective)
5.. ..... (Elective)
6.. ..... (Elective)

**TWELFTH GRADE**
Language Arts (Required)
2. Economics/Amer. Govt. (Required)
3.. ..... (Elective)
4.. ..... (Elective)
5.. ..... (Elective)
6.. ..... (Elective)



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APPENDIX III

## OCCUPATIONAL VOCATIONAL EDUCATION PROGRAMS

### AGRICULTURAL EDUCATION

Agricultural Science (9)
Agricultural Production (10)
Turf and Lawn Management
Agricultural Production and
Business Management
Environmental & Natural Resources
Agricultural Products
Ornamental Horticulture
Agricultural Sales and Service
Floriculture
Livestock Management
Farm Diesel Technology
Agricultural Chemicals
Forestry
Forest Products Harvesting

### BUSINESS EDUCATION

Accounting Program
Administrative Support Program
Business Administration Program
Data Processing Program
Intensified Business Program
Word Processing Program

### HOME ECONOMICS EDUCATION

Child Care Services
Clothing Services
Food Services
Housing and Home Furnishings Services
Institutional and Home Management Services

### HEALTH OCCUPATIONS EDUCATION

Health Occupations Education
Practical Nursing

### MARKETING EDUCATION

Marketing Program
Hotel-Motel Program
Fashion Merchandising Program
*Hospitality, Recreation and Tourism Program
*Entrepreneurship Program

### TRADE AND INDUSTRIAL EDUCATION

Air Conditioning and Heating
Graphic Communications
Automotive Mechanics
Marine Maintenance
Building Construction Cluster
Sheet Metal
Commercial Art
Textile Production
Cosmetology
Drafting
Business Machine Repair
Industrial Electronics
Facility Maintenance
Appliance Repair
Machine Tool Operator
Automotive Services
Metal Fabrication
Cabinet Making
Tailoring
Tile Setting
Welding
Electricity
Communication Electronics
Cooling and Refrigeration
Industrial Maintenance Mechanic
Automotive Body Repair
Masonry
Carpentry
Small Engine Repair
Commercial Garment and Apparel
Construction
Diesel Engine Mechanics
Electronics
Computer Electronics

*Pending State Board Approval

APPENDIX IV

## NON OCCUPATIONAL VOCATIONAL EDUCATION PROGRAMS

### CONSUMER AND HOMEMAKING

Child Development
Clothing and Textiles
Consumer Education
Education for Parenthood
Family Life
Foods and Nutrition
Housing and Home Furnishing
Human Sexuality

### APPLIED/RELATED COURSES

### PREVOCATIONAL EDUCATION

Schools are required to provide prevocational education as an elective in grades 9 or 10. The units of instruction should include five occupational areas plus the World of Work.

### *INDUSTRIAL ARTS

This course consists of one year of industrial arts laboratory or mechanical drawing in grades 9-12.

*Being phased out in favor of Industrial Technology Education. (July 1, 1990)

### INDUSTRIAL TECHNOLOGY EDUCATION

Industrial Technology Education is a course developed to provide manipulative operations and experiments with tools, materials, processes, and products directly related to four occupational clusters. The major objective is to provide students with a foundation in safety, the use of tools, equipment and materials, and familiarity with occupationally specific nomenclature. The program also serves as a orientation program to enable students in grades 9-11 to make informed decisions as to their interest and compatibility with occupational areas requiring technology knowledge and competence.

* Applied Communications
* Applied Biology - Chemistry

* Presently being developed.

### PRINCIPLES OF TECHNOLOGY

This course is designed to be both academically rigorous and practical for students in grades 11-12 planning technical careers. It includes 14 units of instruction. Each of the 14 units deals with one principle as it applies to the four energy systems -- mechanical, fluid, thermal, and electrical -- that make up both simple and complex technological devices and equipment. The units will include the mathematics needed to understand and apply the principles.

### APPLIED VOCATIONAL MATHEMATICS

A two semester course designed to develop mathematical problem-solving and computational skills for students in grades 9-12.

## RESOURCES

**Elementary**

Career and Technology Awareness

A curriculum resource guide for grades K-6

Free From:

South Carolina State Dept. of Education
1429 Senate Street
Rm. 912E Rutledge Building
Columbia, South Carolina 29201

Picking Your Path

A video program with teachers guide for grade 3-5

*Free From:

SCOIS
Employment Security Commission
1550 Gadsden Street
Columbia, South Carolina 29202

*Send one (1) hour tape

**Middle Junior High**

Exploring Career Options

A curriculum resource guide for grades 6-9

Free From:

South Carolina State Dept. of Education
1429 Senate Street
Rm. 912E. Rutledge Bld.
Columbia, South Carolina 24201

It's A New World

A video program emphasizing careers in Math and science with teachers guide.

Free from:

SCOIS
Employment Security Commission
1550 Gadsden Street
Columbia, South Carolina 29202

Send one (1) hour tape

**High School**

Job Seeking Skills

A curriculum resource guide and student handbook for grades 9-12

Job Keeping Skills

A curriculum resource guide for grades 11-12.

Free From:

South Carolina State Dept. of Education
1429 Senate Street
Rm. 912E Rutledge Building
Columbia, South Carolina 29201

Kaleidoscope of Careers

A video program with teachers guide for grade 9-12

*Free From:

SCOIS
Employment Security Commission
1550 Gadsden Street
Columbia, South Carolina 29202

*Send 3 one (1) hour tapes

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